Theme: 我的课余生活
   My Extra-curricular Life

Target Proficiency Level: Novice Low to Novice Mid

Number of Hours: 95 hours

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Brief Description of Program (including curricular context and goals)
At the end of the four-week session, students will be able 1) to talk about dates, friends and family members’ birthdays; to communicate about time, daily routines and express opinions about time; to discuss their home environment, including their house, rooms and furniture; to describe the condition and relative position of things; to talk about clothing, including colors and clothing types; to describe how clothes fit and how to tell about particular types of clothing they want; to talk about buying goods in various settings and how to ask prices and about the availability of goods, express opinions about goods and making choices; to hold a basic conversation when visiting a Chinese family; to hold basic telephone conversations for many occasions; to hold basic conversations at a restaurant or as a guest of a Chinese family; to write notes, explain causes, and express frequency and offer choices; to talk about the weather, the duration and characteristics of the seasons and to understand a simple weather report; and to write a diary using a variety of language structures

What Enduring Understandings are Desired:
Students will understand
   • the importance of a balanced life that includes extra-curricular activities and civic involvement.
   • The importance of communicating in culturally-appropriate ways of interacting with diverse members of the Chinese-speaking community.
   • That different contexts (social, professional) require different registers.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:
   • To what extent or in what ways do Chinese and Americans view the concept of extra-curricular activities and civic involvement?
   • How important is effective communication to obtain what they desire?
   • What is the role of culture in effective communication?

Standards/Goals:
1. Major Standards: C1.1, C1.2, C1.3
2. Supporting Standards: C2, C3, C4, C5
Content:

Knowledge:
- Frequently-used language in daily life/ and extra-curricular activities.
- Sentence patterns

Key Vocabulary:
Chinese characters: See Weeks 1-4 sections
High-frequency words and phrases: See Weeks 1-4 sections

Skills:
- Describe extra-curricular activities
- Engage in Chinese cultural activities
- Celebrate major personal and national holidays
- Participate in festival activities appropriate for different social events and holidays
- Plan a visit to a friend’s house and describe appropriate guest behavior
- Plan to go shopping and how to barter
- Make a restaurant reservation and/or place a phone order for food
- Describe the weather and summarize the basic components of a weather report
- Talk about what you are doing and when.
- Describe activities that take place in different rooms of a Chinese house and garden.
- Compare the western and Chinese lunar calendars.

Connections to Other Disciplines:
- Mathematics
- VPA
- History/SS
- Science

Technology Integration: (Computer lab)
- Listening activities
- Timed-response activities
- I-Pod activities (Computer lab and home)
- PowerPoint presentations
- E-mail exchanges

Assessments:
- Students do Bellwork activities at beginning of class to assess prior knowledge
- Comprehension checks to ensure continuous understanding
- Pronunciation and tonal checks to ensure accurate production of sounds
- Recognition of Chinese characters (hanzi) introduced
- Writing of Chinese characters using correct stroke order
- Timed-response activities in computer lab
- Oral response activities to given prompts
- I-Pod based assignments to check comprehension beyond the classroom
- Stamp test for summative assessment

What evidence will show that students understand and can perform?
Performance tasks
- Talking with classmate about extra-curricular activities
- Presentations on simulated TV weather report
- Application of learned content in game format (i.e. Jeopardy)

Quizzes, Tests, Prompts, Work Samples
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Unprompted Evidence (observations, dialogues)
- Role plays
- Student interactions
- Students’ personal experiences in a Chinese restaurant during the program’s field trips

Can do Statements From Linguafolio
- **Interpretive Listening**
  I can follow a description of a typical day when visual support is provided
  I can follow a command, especially when people use gestures.
  I can understand the difference between a question and a statement.
  I can understand names of objects in my immediate environment such as words for familiar objects found in classrooms.

- **Interpretive Reading**
  I can connect some characters to their sounds and meanings.
  I can follow along on the page when something familiar is read out loud.
- Identify months, days of the week and certain holidays/festivals in calendars
  I can interpret learned characters and reply with appropriate responses.

- **Interpersonal Speaking**
  I can introduce myself and others using basic culturally appropriate greetings.
- I can introduce myself and someone else.
- I can respond appropriate to an introduction (e.g. “I am happy to meet you.”).
- I can share some information about me, other members of my family, friends and free-time activities with others.
- I can ask and tell about family members and their characteristics (e.g. tall, short, funny, serious.)
- I can ask and tell about friends, classmates, and teachers.

- **Presentational Speaking**
  I can present personal information about myself and others using words and simple phrases.
- I can state my name, age, and where I am from.
- I can give my phone number, home address, and email address.
- I can say things about my physical appearance.
- I can say things about my personality.
I can say things about my and my immediate world.
I can express my likes and dislikes.
• I can express which sports I like and don’t like.
• I can express my favorite free-time activities and those I don’t like.
• I can state my favorite foods and drinks and those I don’t like.
• I can express some of my personal likes and dislikes.

**Presentational Writing**
I can write about myself using learned phrases and memorized expressions.
• I can list my likes and dislikes.
• I can list my family members.
• I can list my free-time activities.
• I can list my favorite food and clothes.
• I can create a simple schedule or calendar with days and numbers.
• I can write phrases and simple sentences to describe aspects of my everyday life.
• I can write about me, my family, friends and my daily life

**Required Resources:**


Language Lab equipped with computers, and iPods.

**Differentiation of Instruction:**
- Instruction will reflect the following strategies aimed at meeting students’ diverse-learning styles and academic abilities, such as
  - Collaborative group work
  - Paired work
  - Individualized work focusing on students’ strengths and needs
  - Use of visuals and gestures
  - Technology
  - Instructional strategies addressing multiple intelligences
  - Differentiated tasks to demonstrate student understanding

**Instructional Strategies:**
- Providing input in a contextualized manner to facilitate understanding and learning
- Frequent comprehension checks to check for understanding
- Guided practice to support students in apply new language and recycle previously-learned language
- Continuous formative assessment of student progress in acquiring the language and culture
- Opportunities to apply the language both in and outside of classroom settings
- Differentiated instruction and assignments based on students’ learning styles and academic abilities
• Employ real-world tasks to assess formative and summative student performance

**What do they already know that will help them learn new information?**
*(May be assessed with surveys, background info given at the beginning of the course or a review of past work that the student presents)*

• Diagnosis of previous student knowledge and skills, both at the beginning of each unit of instruction as well as each daily lesson

**Links to relevant web sites:**
  Chinese Pod (www.Chinesepod.com)
  Better Chinese (www.Betterchinese.com)